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ABSTRACT

This sequence of learning modules in community involvement is part of a series prepared for the Teacher Corps program at Adams State College. The modules are designed to provide the intern with: (a) entry skills into the community, (b) skills in researching a community to better understand the life style of its inhabitants, (c) skills in researching other agencies with which the intern can link his efforts, and (d) skills in organizing communities for educational and political action. Each module contains a statement of rationale, objectives of the module, enabling activities, and evaluation procedures. The four modules in the sequence are entitled: (a) Community Entry Skills, (b) School System Entry Skills, (c) Community Survey Skills, and (d) Community Survey. (Author/HMD)

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ADAMS STATE COLLEGE
SCHOOL AND COMMUNITY EDUCATION PROGRAM

Prepared for the
Adams State College
Teacher Corps Program

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SP008 213

Introduction

Since the Teacher Corps Program requires community involvement which brings the school and community closer together, this series of modules is presented as a means of providing the interns with:

entry skills into the community;

skills in researching that community to better understand the life style of the people in the community;

skills in researching other agencies with which the interns can link their efforts;

skills in organizing communities for educational and political action.

Each module presents the theoretical basis for the particular topic covered in the module. Additionally, in each module, there is a requirement for field experiences to complement that module. Modules should be taken in order as they are designed in sequential steps to prepare the intern for increasingly more complex involvement in the community.

The exact number of modules is not definite at this time. As they are being field tested with Cycle 8, timelines have not been precisely indicated. Some modules may require only one week to complete--others may require an entire quarter. Eighteen quarter hours of credit may be granted upon satisfactory completion of all the modules and the satisfactory implementation of the field experiences which are a part of the module requirements.

Each module will have an evaluation built in either in the form of a written examination, successful participation in seminars or other

criteria as specified in the modules.

Modules have been grouped into quarters to facilitate granting of credit. The course numbers and times for the experiences are as follows:

Fall 1973 - Ed. 450 School & Community Ed. Programs - 2 qtr. hrs.

- I. Community Entry Skills
- II. School System Entry Skills
- III. Community Survey Skills

Winter 1974 - Ed. 451 School & Community Ed. Programs - 2 qtr. hrs.

- I. Community Survey
- II. Identification of Community Power Structures
- III. School Policies and Community Activities
- IV. Culture of the Communities
- V. Identification of other Federal and State Agencies having Community Components and Establishment of Linkages
- VI. Identification of Community Educational Needs and Establishment of Programs

Spring 1974 - Ed. 452 School & Community Ed. Programs - 2 qtr. hrs.

- I. Public Relations Skills
- II. Group Dynamics Skills
- III. Proposal Writing Skills

Summer 1974 - Ed. 453 School & Community Ed. Programs - 3 qtr. hrs.

- I. Community Organization for Action
- II. Federal, State, Local Funds Available for Community Development
- III. Program Evaluation Skills

COMMUNITY ENTRY SKILLS

Rationale:

Interns must have a basis for selecting the site at which they may serve for the two years of the project. This module will provide a general orientation to the communities in the project so that interns can have some input into site selection.

Objectives:

After taking part in the enabling activities, the intern will demonstrate his familiarity with the communities in the project by taking a contributing part in seminars with the community representatives, and handing in a paper describing the following community characteristics:

1. Geographic location
2. General economic life of the community
3. Location and description of shopping facilities
4. Recreational facilities
5. Medical facilities
6. Housing facilities

Enabling Activities:

Take field trips to the community as designated in the preservice schedule
Attend seminars conducted by the community representatives and the college
community coordinator as designated in the preservice schedule
Have interviews with community members

Evaluation:

The intern will write and hand in a paper which describes the communities to the satisfaction of the community representatives and the college community coordinator, using as a guide the characteristics outlined in the module objectives.

The intern will take part in the seminars in such a way as to demonstrate a knowledge of the communities.

Prerequisites

As the modules are arranged so that each module is partially dependent on the information presented in previous modules, each module is a prerequisite to the following.

Time

As mentioned, the time element will vary considerably from module to module. Modules scheduled for a particular quarter should be finished during that quarter. The entire series will be covered in eight quarters. Module topics have been selected for the first year of the cycle. The second year topics will be developed as the program progresses.

Resources

- Aitshuler, Alan A. Community Control. Western Publishing Co. 1970.
- Dahl, Robert A. Who Governs? Yale University Press, 1971.
- Durham, Arthur and Ernest B. Harper. Community Organization in Action. Association Press, 1959.
- Knowles, Malcolm & Hulda. Introduction to Group Dynamics. Revised Ed. Association Press, 1972.
- Levine, Howard and Carol. Effective Public Relations for Community Groups. Association Press, 1969.
- Warren, Roland L. Studying Your Community. The Free Press, 1965.
- Weismann, Harold H. Community Development. Association Press, 1969.

SCHOOL AND COMMUNITY EDUCATION PROGRAM

ED-450

GOALS

- I. To introduce interns to all the communities in the Teacher Corps project and more intensively to those communities to which they will be assigned during their internship.
- II. To introduce interns to all the school systems in the Teacher Corps project and more intensively to those schools to which they will be assigned during their internship.
- III. To provide interns with the skills to analyze the communities to which they are assigned.
- IV. To provide interns with an opportunity to begin functioning as a team in analyzing the community.

COMPETENCY GOAL STATEMENTS

Upon completion of this series of modules the intern will:

- I. Design a community survey based upon an extensive analysis of the community to which he is assigned.

SCHOOL SYSTEM ENTRY SKILLS

Rationale:

Interns need experiences which will provide them with opportunities to observe the schools in operation and interaction with public school personnel in order that they can make a selection of school sites. This module provides activities which will give the intern access to the needed experiences.

Objectives:

After taking part in the enabling activities, the intern will demonstrate his familiarity with all the school systems in the project by taking an active part in seminars with the team leader and the school coordinator and handing in a paper describing the following school characteristics:

1. Geographic boundaries
2. Number of pupils
3. Pupil/teacher ratio
4. Levels or grades housed in each building
5. Type of instruction offered - (IHE, open concept, ungraded, traditional, etc.)
6. School calendar
7. Salary schedule
8. Sick leave
9. Administrative structure of each school

Enabling Activities:

Take field trips to the schools as designated in the preservice schedule
Attend orientation sessions with superintendents, principals, team leaders as designated in the preservice schedule

Evaluation:

The intern will write and hand in a paper which describes the school systems to the satisfaction of the school coordinator and the team leaders, using as a guide the characteristics outlined in the module objectives.

The intern will give evidence of knowledge of the schools by taking an active part in the seminars.

COMMUNITY SURVEY SKILLS

Rationale:

In order that the interns may be effective in their school and community relations, it is necessary that they understand their assigned communities. This module is designed to provide the interns with the theoretical basis needed to design a community survey.

Community surveys can help an intern to:

1. Obtain first hand information of the local communities within the Teacher Corps project.
2. Attain a better understanding of the children's environment relative to socio-economic factors
3. Identify and locate physical and human resources which can be supportive to educational programs.
4. Understand and effectively promote school and community relations.
5. Develop a realistic view of the parent within the educational setting.

Objective:

Upon the completion of the enabling activities of this module, the interns will:

1. Know the theoretical basis for the construction of a community survey which will include:
 - a. Geographic information
 - b. Demographic information
 - c. Local history of the community
 - d. Economic life of the community
 - e. Government, politics and law enforcement
 - f. Educational opportunities
 - g. Recreation
 - h. Religious activities

- i. Social insurance and public assistance
 - j. Aids to family living and child welfare
 - k. Health
 1. Provisions for special groups
 - m. Communications
 - n. Intergroup relations
 - o. Associations
 - p. Community organizations
2. Deduce subcategories of topics which represent the content of a community survey under general categories listed in objective #1.
 3. Designate the locations within their community where information can be found for each subcategory of the proposed survey.
 4. Create an outline for a community survey and a plan for implementing the survey.

Enabling Activities:

1. Read Warren, Studying Your Community, all chapters.
2. Complete handouts #2, #3, #4, #5 and #6.
3. Attend seminars scheduled by the community education coordinator for the purpose of coordination and discussion.
4. Review criteria checklist (Handout #1).
5. Identify subcategories of the proposed survey scope under each general category stated in objective #1.
6. Find in your assigned communities the locations (libraries, court-house, people, social agencies, etc.) where information can be found for each subcategory identified.
7. Submit list of subcategories and locations to the community education coordinator.
8. Draw up a plan for a community survey specifying the content of the survey, the means of implementing the survey including the roles and responsibilities of each intern in the team in the implementation of the survey and submit this plan to the community education coordinator.
9. Submit criteria checklist, Handout #1, to community education coordinator.

Evaluation:

1. A written test on the readings.
2. Submit a written rationale for each subcategory identified in the enabling activities. The written rationale should specify why each category was included within the scope of the survey.
3. Submit a completed outline for the community survey, including subcategories identified.
4. Submit a plan for implementation of the survey stating roles and responsibilities of each intern and timelines for completion of the survey.

COMMUNITY EDUCATION COORDINATOR'S COMMUNITY SURVEY CRITERIA CHECKLIST

I. Competency Goal Statement:

Upon completion of this series of modules, the intern will design a community survey based upon an extensive analysis of the community to which he is assigned.

- a. indicators - The community education coordinator will complete the following checklist and rate ("yes" or "no") the interns on each behavioral indicator.

"Community Survey Criteria Checklist"

	Yes	No
1. The intern has included at least three sub-categories under each general category listed in objective #1 of this module.	—	—
2. The intern has written a rationale for each of the subcategories included.	—	—
3. The intern has constructed a community survey whose scope yields information on the following categories.		
a) Geographic information	—	—
b) Demographic information	—	—
c) Local history of the community	—	—
d) Economic life of the community	—	—
e) Government, politics and law enforcement	—	—
f) Educational opportunities	—	—
g) Recreation	—	—
h) Religious activities	—	—
i) Social insurance and public assistance	—	—
j) Aids to family living and child welfare	—	—
k) Health	—	—
l) Provisions for special groups	—	—

Yes No

- | | | |
|----------------------------|---|---|
| m) Communication | — | — |
| n) Intergroup relations | — | — |
| o) Associations | — | — |
| p) Community organizations | — | — |
4. The interns have specified a timeline chart within the community survey that includes the roles and responsibilities of each intern in the team. — —
- b. context - Community visitations and classroom and on-site seminars.
- c. criteria - The intern must meet all the behavioral indicators listed in the criteria checklist with a rating of "yes".
- d. procedures - The community education coordinator uses a "yes" or "no" rating scale after reviewing interns community survey criteria checklist.
- e. operationalized statement - Given access to an assigned community and college-community seminars, the intern can design a community survey which meets all the behavioral indicators on the community survey criteria checklist with a rating of "yes" as judged by the community education coordinator.

Prerequisites

School and Community Education Programs modules 1, 2 and 3 are prerequisites to this module.

Time

These modules will vary in time. Module four will require one quarter of work and will be due by the end of the week prior to final week of the winter quarter.

Resources

Warren, Roland L. Studying Your Community. The Free Press, 1965.

Durham, Arthur and Ernest B. Harper. Community Organization in Action, Association Press, 1959. Chapters 19, 24.

COMMUNITY SURVEY

Rationale

In order that the interns may be effective in their school and community relations, it is necessary that they obtain first hand knowledge of their assigned communities. This module is designed to provide the interns with the field experience to complement their theoretical base acquired in Module 3.

Objectives

Upon the completion of the enabling activities of this module, the interns will:

1. Fill in the data and information required under the categories outlined in Module 3.
2. Fill in the data and information required under the sub-categories identified by the interns as being desirable in Module 3.
3. Produce a community survey as a team effort under the plan outlined in Module 3.
4. Identify a community educational need around which projects can be planned.

Enabling Activities

1. Review Warren, Studying Your Community, all chapters.
2. Read Durham and Harper, Community Organization in Action, Chapters 19 and 24.
3. Attend sessions with community education coordinator for the purpose of coordination and discussion.
4. Attend sessions with the community representative for purposes of acquiring information as to sources of information.
5. Submit, as a team, a community survey based on the outline designed in Module 3.

Evaluation

1. Submit the completed community survey, identifying which intern was responsible for each portion.
2. Identify educational needs which emerged as a result of doing the survey, around which community projects can be planned.

SCHOOL AND COMMUNITY EDUCATION PROGRAM

ED-451

GOALS

- I. To provide interns with the experience of conducting a community survey using the outline developed in Module 3. (Community Survey Skills).
- II. To provide interns with information which will enable them to identify community educational needs.
- III. As a result of the information learned from the survey, identify at least one community educational need.

COMPETENCY GOAL STATEMENTS

Upon completion of this module, the intern will:

- I. Conduct a community survey using the outline designed in module 3 (Community Survey Skills).
- II. Identify at least one community educational need around which projects can be planned in subsequent quarters.